

Strategies to Improve Critical Thinking Skills for Children Through the BCCT Method

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Abstrak

Penelitian ini memiliki tujuan untuk menganalisis dan mengkaji tentang strategi pembelajaran pada anak usia dini melalui pendekatan *Beyond Centre And Circle Time (BCCT)* dalam meningkatkan keterampilan berfikir kritis pada anak usia dini. Subjek penelitian ini adalah RA Raudlatul Hasanah Condong Gading Probolinggo. Penelitian ini melalui pendekatan kualitatif jenis study kasus dengan teknik observasi, wawancara dan dokumentasi, analisis datanya dilakukan secara sirkuler dimulai dari display data, reduction dan diakhiri dengan penarikan kesimpulan. Sumber informan diperoleh dari kepala sekolah, empat guru dan satu wali murid. Hasil penelitian menunjukkan bahwa, dalam meningkatkan keterampilan berfikir kritis terhadap anak usia dini di RA Raudlatul Hasanah dengan mengadopsi metode *Beyond Centre And Circle Time (BCCT)* yang dilakukan dengan tahapan berikut; pertama problem mapping, kedua implementasi *Beyond Centre And Circle Time (BCCT)*, ketiga evaluasi dan rencana tindak lanjut. Penelitian ini memberikan implikasi bahwa metode *BCCT* mampu memberikan peningkatan keterampilan berfikir kritis anak usia dini yang tampak ketika anak didik aktif bertanya, antusias mengikuti kegiatan KBM dan selalu semangat dan ceria dalam melaksanakan kegiatan melalui metode ini.

Kata Kunci: keterampilan berfikir kritis; bcct; anak usia dini

Abstract

This study aims to analyze and examine learning strategies in early childhood through the *Beyond Centre And Circle Time (BCCT)* approach in improving critical thinking skills in early childhood. The subject of this research is RA Raudlatul Hasanah Condong Gading Probolinggo. This research is through a qualitative approach of case study type with observation, interview and documentation techniques, data analysis is carried out circularly starting from data display, reduction and ending with conclusions. Informant sources were obtained from the principal, four teachers and one guardian. The results showed that, in improving critical thinking skills in early childhood in RA Raudlatul Hasanah by adopting the *Beyond Centre And Circle Time (BCCT)* method which was carried out with the following stages; first problem mapping, second implementation of *Beyond Centre And Circle Time (BCCT)*, third evaluation and follow-up plan. This research implies that the *BCCT* method is able to provide an increase in early childhood critical thinking skills which is seen when students actively ask questions, are enthusiastic about participating in KBM activities and are always enthusiastic and cheerful in carrying out activities through this method.

Keywords: critical thinking skills; bcct; early childhood

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Introduction

Early childhood is a child who is vulnerable at the age of 0 to 6 years, at this time the child is in the golden age or *golden age* (Nurjannah, 2017) (Suharti, 2018). At this time parents and the environment play a role in helping children to grow and develop optimally, there are many ways to stimulate children's growth and development so that various aspects of their development such as cognitive, language, physical-motor, social-emotional, spiritual morals and children's art develop well (Ariyanti, 2016) (Fika et al., 2019). Early childhood children have distinctive characteristics, both physically, psychologically, socially, morally and so on. Childhood is a time of formation of the foundation and basis of personality that will determine the child's next experience. The importance of this age means that understanding the characteristics of early childhood is absolutely essential if you want to have a generation that is able to develop themselves optimally. (Risa Pahlewi, H. M. Nasirun, 2016)

The importance of education for early childhood to develop their potential. It is during this early age that children easily receive stimuli from their environment. The golden age which is a time when children begin to be sensitive to receive various stimuli (Sutini, 2018). Emphasized by Anggraini & Putri, (2019) children who are in the *golden age* have rapid growth and development compared to later ages because the development of intelligence in the cognitive realm develops extraordinarily. There are six aspects of child development that can be stimulated appropriately at this time, namely: First, moral development and religious values. Second, Physical-motor development. Third, language development. Fourth, cognitive development. Fifth, social emotional development and sixth, art development (Sanitasari et al., 2017). One development that needs to get stimulation with the right method in early childhood is cognitive development.

Cognitive development, the process of which is the center of the human nervous system internally when thinking. This cognitive ability develops gradually, in line with physical and nervous development that is at the center of the nervous system (Nasution et al., 2019). Cognitive development can be observed by choosing and sorting out shapes, types, sizes, numbers, and letters (Masyithoh, 2019). Cognitive is a mental activity related to perception, thought, memory, and information processing that allows a person to acquire solve knowledge, problems, and plan for the future or all psychological processes related to how individuals learn, pay attention, imagine, observe, estimate, assess and think about their environment (Chresty, 2015).

One part of cognitive development is critical thinking. As the specific purpose of early childhood education is for children to be able to think critically, give reasons, solve problems and find causal relationships (Nur et al., 2020). By having the ability to think critically, children will focus more on goals by reducing the level of distraction that often occurs. Not only that, this ability also helps improve children's mental health, and gives them the right direction to achieve goals.

The importance of having the ability to think critically is also expressed by several experts, namely Hasibuan & Prastowo, (2019) revealed that critical thinking can help someone in making rational decisions about what to do or what to believe. Furthermore, Dewi et al., (2019) critical thinking is an intellectual process in creating concepts, applying them, analyzing them, synthesizing them, and evaluating many things information obtained from the results of observations, experiences, and reflections they have. then Mastanora, (2018) revealed that someone who thinks critically does not mean thinking hard but thinking better sharpens his intellectual curiosity by asking questions how and why, collecting evidence of truth, daring to argue, having new ideas or concepts in a decision.

Critical thinking is part of cognitive abilities that can be developed early, critical thinking skills encourage students to be able to think more complex and higher levels than just understanding and knowledge (G. F. Anggraini et al., 2020). Critical thinking in early childhood is one of the basic skills that can help children get to know themselves and their

environment, and develop through dialogues that contain deep questions related to a particular object or problem (Uswatun et al., 2022).

Therefore, critical thinking skills are essential to develop in early childhood. The child's tendency to think critically is seen when the child observes various objects around him with curiosity. In principle, people who are able to think critically do not necessarily accept or reject something. They will research, analyze and evaluate information. Children's critical thinking skills can be seen from the activities carried out, namely when observing, in this activity, children who think critically can find and modify things they don't know, children who think critically can comment constructively, children can see differences and similarities from what they see.

Having the ability to think critically can lead children to be able to make the right, careful, systematic and logical decisions and be able to consider various points of view. The ability to think critically can also lead to good attitudes, traits, values and character. For example, children who are accustomed to critical thinking from an early age have a person who will be conscientious, responsible, skeptical, and not easily give up (Rohmalina, 2016).

However, in reality in the field the implementation of early childhood education experiences many problems in the learning process. As well as the lack of creativity and innovation of teachers, as well as educational game tools that are less supportive, so that the learning process does not encourage children's ability to be creative and think higher-order. The education process in Indonesia is still thick at the initial level of thinking (remembering, understanding, applying), has not encouraged children to achieve the ability to solve or solve a problem that has been experienced by children.

The fact revealed through observations that RA Raudlatul Hasanah's students mostly do not have the ability to think critically is seen when students are less able to solve daily problems such as not being able to put on their own shoes, not being able to clean up toys that have finished playing and less responsive when given lighter questions by the teacher. This is because the learning activities carried out are still teacher-centered, the method used is more likely to use the lecture method so that children are less active in every learning activity. During the conversation or question and answer activity, it was seen that only a few children responded to the teacher's question. In addition, it is also seen that some children are not enthusiastic to talk or express their ideas. Other criteria such as the ability to observe, analyze, make hypotheses, are not yet clear.

Based on the problems that occur, encourage institutions to innovate with new methods that can excite students to be more active so that they can bring up a critical mindset that is able for children to solve daily problems. The development of critical thinking skills can be stimulated in early childhood by using appropriate methods in accordance with the stages of children's thinking skills that are still concrete. So this gave rise to the idea of several components of the institution to use the *Beyond Centre And Circle Time (BCCT)* method. The BCCT approach to the implementation of play activities is in accordance with the stages of development, this BCCT approach applies a fun and intelligent learning process by showing how important sensorimotor play, role playing, and development play until literacy skills emerge that will trigger children to think critically.

Many researchers describe the importance of the BCCT method in improving students' critical thinking skills, this is revealed by several previous studies including: Hamzah, (2016) said *Beyond Centers and Circles Time (BCCT)* is a model of a student-centered approach involving centers according to the theme, children are given rules of play while in the center and given the trust to explore with accompanied by teachers. The same thing was expressed by Patintingan, (2017) The BCCT teaching model is implemented using centers, corners, areas to bring children to the experience of exploring and interacting with others and the surrounding environment, this activity will trigger children to think in analyzing the activities carried out.

Furthermore, Nurlayli Hasanaha, (2020) BCCT learning that uses an approach at the center and during the circle, sentra is a center for children's play activities that can develop all aspects of development according to their age stages with integrated stimulation. BCCT (*beyond center and circle time*) in the teaching and learning process can help improve cognitive development. This learning is centered on children's knowledge (*student center*) by exploring children's own experiences. This learning views play as the most appropriate vehicle for children because besides being fun, playing in educational *settings* can be a vehicle for active and creative thinking (Made et al., 2013).

Based on the presentation of the study, this study has novelty and uniqueness in the aspect of developing the cognitive abilities of students who focus on improving critical thinking skills by adopting the *Beyond Centre and Circle Time* learning method. To see the actual condition, research in this case seeks to analyze and examine strategies to improve critical thinking skills in children through the *beyond centre and circle time* (BCCT) method which is believed to be able to stimulate children in cultivating critical thinking skills.

Methodology

This study specifically aims to describe strategies to improve critical thinking skills in children through the *Beyond Centre And Circle Time* (BCCT) method. This research was conducted at an early childhood education institution, RA Raudlatul Hasanah, located in Condok Village, Gading District, Probolinggo Regency. This research uses a qualitative approach type of case study, with the aim of getting an overview of strategies to improve critical thinking skills for children in RA Raudlatul Hasanah. Supporting data in strengthening research results are taken from existing documents and then compiled into taxonomy and reduction according to research needs.

In getting concrete results, researchers seek information by conducting interviews with several informants. Informants in research can be seen from the table 1.

Table 1. Research informant sources

NO	ELEMENTS	AMOUNT	INFORMANT
1	Leader	1	MH
2	Teacher	4	LS, KH, RM, UNK
3	Student Guardian	1	DM

It can be understood from the table that the source of informants is first, the leader, namely the head of RA Raudlatul Hasanah. Second, the teacher is a class teacher and accompanying teacher as many as four informants. Third, the parents of RA Raudlatul Hasanah as many as two informants. This activity is carried out to get an overview of the importance of increasing critical thinking using the BCCT method in students. The following can be seen the steps for collecting research data in the figure 1.

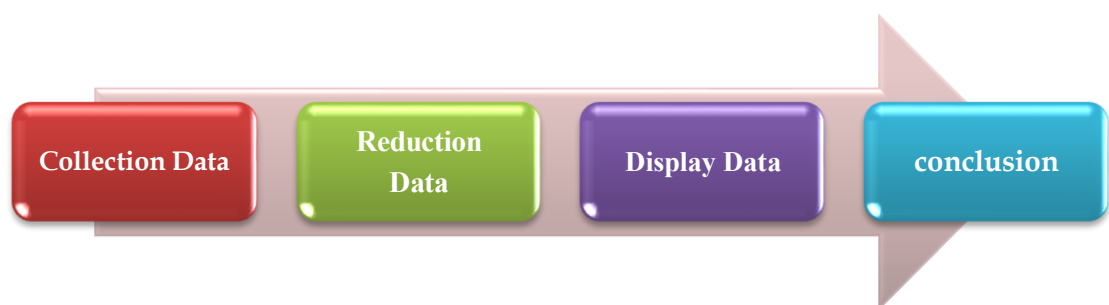


Figure 1. research data collection steps

In figure 1 it is exposed that all data collected are taxonized and reduced as needed. From as much research data, then analyzed in stages, which begins with the presentation of all existing data collections, then continues the data reduction stage by referring to the research theme used, then displays the finding data and ends with drawing research conclusions as new findings in the study.

Results and Discussion

The results showed that the strategy to improve critical thinking skills for children through the *beyond centre and circle time* (BCCT) method at RA Raudlatul Hasanah Condong Gading Probolinggo as follows;

Problem Mapping

Before carrying out the method update, the institution first takes the initial step by making mapping. Mapping is done to see the inequalities that exist in institutions and find the best solutions or solutions. Problem mapping or problem mapping carried out is able to provide an overview of the weaknesses of critical thinking skills that occur in students.

As explained by MH as the principal that all institutional stakeholders made several improvements or evaluations that were carried out for one semester (name of the month), from the results of the evaluation found several problems including students less active, rowdy themselves, less focused, not listening to teacher instructions, after drawing conclusions this was caused by several factors including teacher-centered learning, Ape is inadequate, classical methods that are set every day make students saturated, teacher methods are less innovative and creative. From these findings, we held an internal meeting with all institutional stakeholders to find a joint solution. The solution applied from the joint deliberation is to use the BCCT method which is designed to be as comfortable as possible with the application of several centers so that students do not feel bored because every day they can move around centers according to the interests of students and still with teacher guidance.

Also emphasized by LS group A teacher RA Raudlatul Hasanah said that the planning of the BCCT method to be implemented had been carefully planned with the approval of all committees and heads of foundations and teachers. This method was chosen by previously conducting several observations and field visits to institutions that apply the BCCT method to be used as a reference for RA Raudlatul Hasanah institutions.

Then KH teacher group B RA Raudlatul Hasanah said that from the findings of the existing mapping problem developed, the institution made a breakthrough by adopting the BCCT method, which was prepared with the following stages:

First, planning learning programs by referring to the annual program, semester program, weekly learning program plan, and daily learning program plan as well as preparing various plays for each center teacher. However, this planning can be changed flexibly depending on the situation and conditions.

Second, Complement suggestions and infrastructure. Various activities and the use of various facilities and infrastructure needed by each center, the institution needs to prepare all the needs in accordance with teaching and learning activities so that these activities can run according to the plan determined in the RPPH.

Third, Preparation of schedules. The schedule for the implementation of learning activities needs to be prepared so that managers can be consistent in the application of learning and facilitate the implementation of programs, schedules prepared in the form of daily schedules from Monday to Saturday and schedules for the implementation of learning activities from beginning to end, namely from opening activities, habituation activities, core activities and finally closing activities.

Problem mapping carried out by institutional stakeholders makes it easier for institutions to find solutions to problems that occur, detailed problem mapping provides an

overview of the facts that occur RA Raudlatul Hasanah so that it will bring up an idea of problem solving.

Implementation Beyond Centre And Circle Time (Bcct)

The learning implemented at the RA Raudlatul Hasanah institution is child-centered learning, this learning is adopted from the BCCT learning method. BCCT is implemented in 7 centers as follows: ABC and 123 preparation centers, micro and macro role centers, nature centers, art and creativity centers, beam centers, body exercise centers, and worship centers.

RM, one of the accompanying teachers, said that the implementation of RA Raudlatul Hasanah learning was actively carried out from Monday to Saturday with the following time classification; Monday to Thursday learning activities start from 06.30 to 10.00 WIB. While Friday and Saturday learning activities start from 06.30 to 09.30, both days do have differences with other days because they have a shorter time.

Based on field observations, the flow of implementation of BCCT method learning activities at RA Raudlatul Hasanah is habituation activities, opening activities, rest, then core activities/centers, and then closing activities. To clarify the results researchers classify learning activities as follows:

Habituation Activities and Motor Activities

Familiarizing students in carrying out positive activities will indirectly guide and stimulate students to carry out these activities in everyday life. Habituation activities and gross motor activities carried out at the Raudlatul Hasanah RA institution were carried out sixty minutes before the opening activity, namely from 06.30 to 07.30 WIB. This activity has several activities including; On Monday, the habituation of apples (introducing nationality) after that continued Dzuh prayers, doing motor movements according to the theme. On Tuesdays, pray dzuha together then memorize short letters (program tahfidz cilik jus 30), perform motor movements according to the theme. On Wednesdays, pray dzuha together and then memorize hadiths, perform motor movements according to the theme. On Thursday, pray dzuha together then recite Asma'ul Husna (99 Asma'ul Husna), doing motor movements according to the theme. On Friday, dzuha prayer together then outdoor learning (sports). On Saturday, pray dzuha together then cheerful healthy gymnastics.

Opening Activities

The opening activity is designed with fun and fun so that students are motivated to be enthusiastic about starting learning, this opening activity is carried out thirty minutes before the core activity, which is from 07.30 to 08.00 WIB. The opening activity begins with greetings, then prayers which include; reciting two sentences of shahada, reciting the pillars of faith and pillars of Islam, prayers before studying, surah alfatihah and the promise of RA's children. Then ask for news, remember the previous theme, convey the theme to be discussed, ice breaking sing songs related to the theme, then explain the rules of the game. In this activity the teacher will trigger students to talk about the theme, observe and imitate after completion, the teacher will check student attendance through attendance.

Core Activities (Central Activities)

In this activity, the teacher provides opportunities for children to explore building meaningful play experiences by applying a scientific approach, namely children observe, question, collect information, reason, and communicate through play activities. The core activity (center) lasts for sixty minutes (one hour), from 08.00 to 09.00 WIB. This activity is guided by teachers at each center. Learning in the center is carried out through four footings, namely the footing of the play environment, the footing before playing, the footing when playing, and the footing after playing. The footing of the play environment is the arrangement of play tools used in accordance with the daily learning implementation plan (RPPH). The footing before playing is an explanation that contains what things about the theme being

discussed, the variety of play, and the rules during play. The foothold when playing is observing, motivating and judging. Children play an active role, they seem to be the ones in the game. The foothold after playing is recalling, namely evaluation and review, reading the closing prayer and prayer before eating.

It was revealed by UNK group A assistant teacher that, the mused is adjusted to the center, which includes visual media (media enjoyed by the sense of sight, such as images. This media strengthens memory, and attracts the attention and interest of students), audio media (electronic media that has sound components such as radio) and audio-visual media (electronic media that has sound and visual components such as television or youtube videos on laptops). APE (Educational Teaching Aids) includes media used in central activities, this APE is in the form of inner Ape and outer Ape which are classified as follows; Outer APE (Prosotan, seesaw, swing, globe, boardwalk, tunnel, compound ladder, monkey bar, sandbox, tent, cobweb, rotary bowl and assorted balls), then inner APE (beams, dolls, alphabet boxes, number cards, pair cards)

The Center method uses the concept of play as a way of educating, the center becomes an abstract forum where teachers provide many series of activities for children to play and gain knowledge from playing. The learning model is through a learning approach which in the learning process is carried out in 'circles' (circle times) and play centers. The circle refers to when the teacher sits with the child in a circular position to provide a foothold before and after playing through lectures, demonstrations, stories, dialogues, questions and answers, field trips, experiments etc.

Emphasized by LS to maximize learning centers, teachers provide a lot of stimulation of breastfeeding by increasing the variety of play in each center, for example at the ABC preparation center, using three activities, namely arranging the alphabet into words, drawing lines on the correct words or letters and playing puzzles. With three activities, children can choose play activities according to their desired interests.

This central method allows children to be more creative and innovative because students will try to solve problems by thinking critically, because children play and play a direct role in these game activities. As revealed by DM one of the parents that, since the institution implemented the BCCT method our son was more critical in responding to all things, it was seen when we were on vacation to the zoo then our son saw a dairy cow and commented that the cow can enrich, enrich which he meant that cows have a lot of potential to make money namely; First, cow's milk that can be distributed for sale is then processed and processed various preparations. Second, beef that can be sold both in processed and raw form. Third, cowhide that can be used as processed krupuk and artwork. This explanation all comes from our child of course with simple language, this shows that our child is able to think that far with the stimulation he has received.

Rest Activities

The rest activity was held thirty minutes, from 09.00 to 09.30 WIB. Before the break activity is carried out, the teacher gives instructions to clean up the playground equipment by singing "clean up". After finishing tidying up, continue to read prayers before eating and drinking and invite students to rest. This activity began with hand washing, eating together and continued with free play both indoor and outdoor with teacher supervision.

Concluding activities

After finishing the break, the closing activities continued to prepare to go home. This activity is carried out thirty minutes from 09.30 to 10.00 WIB, which is filled with reading prayers after eating and drinking. Sing about the theme being studied or clap. Recalling (remembering the game done today) triggers children to ask, answer and reason by thinking critically. Informs the theme and games that will be done the next day. Assignment at home,

motivating students to be more enthusiastic in school activities, then closing with prayers after learning, messages come home and greetings.

Through learning activities implemented with the *beyond centre and circle time (BCCT)* method, the critical thinking skills of RA Raudlatul Hasanah students are more developed and able to solve daily problems. It appears when the child has a logical solution about the money earned by utilizing cash cows, producing works of art with various materials such as collages from shredded folding paper, old newspapers, dried leaves, grains etc.

Evaluation and Follow-Up Plan

At the evaluation and follow-up stages of the RA Raudlatul Hasanah institution held two stages of evaluation, namely, evaluation of students and evaluation of institutions, the evaluation of students seen from the development of students in critical thinking in every learning activity carried out with reference to six aspects of child development, while institutional evaluation is used to determine the sustainability of programs that have been implemented in institutions whether in general they can improve the quality of institutions or even makes a decrease in quality.

Evaluation of student development by referring to six aspects of child development, namely religious and moral values, language, cognitive, motor, social emotional and art. Evaluations are recorded in the form of daily assessments, weekly assessments, monthly assessments and finally semester assessments. This assessment is carried out consecutively because the next assessment refers to the previous assessment, examples of daily assessment results carried out on students will be recapitulated and concluded on weekly assessments, then from the results of the assessment will be concluded again on monthly assessments, as well as monthly assessments will be summarized and recapitulated on semester assessments in the form of report card results.

There are three types of assessments carried out every day, namely; Checklish assessment, anecdotal assessment and assessment of work. RM revealed the following assessments applied in RA Raudlatul Hasanah, first, the checklish assessment is divided into several assessment indicators with reference to six aspects of child development, then checked according to the development that appears every day with the following classifications undeveloped (BB), starting to develop (MB), developing according to haran (BSH), developing very well (BSB). Second, anecdotal assessment, in this assessment is carried out recording assessments on three or four children observed by the teacher from the beginning of welcoming to the end of the return learning, then on the next day replaced by other students with a schedule that has been made by the teacher. Third, assessment of works, assessment is carried out on the work made by students.

Based on the narration from MH, the head of RA, Raudlatul Hasanah said, after getting a recap of the assessment results of the institution's students, held an evaluation of the institution by holding an internal meeting attended by all components of the institution. The evaluation shows that the application of the *beyond centre and circle time (BCCT)* method is able to develop critical thinking skills in students which appears in the mindset of children who are increasingly critical in responding to problems both in learning and daily life so that this makes the quality of the institution increase because it is able to foster child development at an optimal stage, However, institutions still have shortcomings in completing facilities and infrastructure, such as in role centers, there are only a few teaching aids and this is an obstacle and needs to be found a solution.

The evaluation carried out can clarify the success of the program and the inequalities that need to be corrected, then the follow-up plan that needs to be done is to complete the facilities and infrastructure that are lacking so that the teaching and learning process is more qualified and more meaningful so as to foster critical thinking patterns in students.

Quotes and References

Problem mapping is a process of planning activities projecting what actions will be carried out in a learning namely by organizing and responding to learning components, so that the direction of activities (objectives), sides of activities (material), ways of delivering activities (methods and techniques), and how to measure them (evaluation) become clear and systematic. (Safitri et al., 2020). Taking the first step by preparing everything before the program is implemented will facilitate the flow of program implementation (Basri & Rusdiana, 2015).

In the case of stimulation of increased critical thinking in early childhood, it is very necessary to analyze preparation and planning before starting learning so that teachers can more easily deliver lessons (Baharun et al., 2020). Teaching preparation can be used as a basis for preparing lesson plans and at the same time as a reference for teachers in carrying out learning activities to be more directed and run efficiently and effectively. (Astuti et al., 2020)

In improving critical thinking skills, institutions apply the *beyond centre and circle time* (BCCT) method. The implementation of this method does not follow the trend but the institution first observes by conducting comparative studies on schools that first implement the BCCT method. This method is considered quite capable in overcoming the phenomenon that occurs in the RA Raudlatul Hasanah institution in growing critical thinking skills.

The right method to grow develop six aspects of child development with the play method is right on target because the *beyond centre and circle time* (BCCT) method is applied with the concept of play. As expressed by Rahayu et al., (2019) The provision of stimulation in early childhood needs to be adjusted to the characteristics of its development, namely through play. In the delivery or presentation of learning to children must be interesting, energetic, creative, and innovative so that children are interested in the learning delivered by the teacher (Baharun et al., 2020)

The implementation of the *beyond centre and circle time* (BCCT) method at the Raudlatul Hasanah RA institution is carried out in several stages including;

Habituation Activities, habituation activities are carried out to stimulate students to get used to carrying out activities that are continuously carried out such as religious activities and character values (Saleha et al., 2022) The most decisive process in seeding student character values with habituation techniques that are applied seriously with the involvement of all components of the institution (Sobri, 2015). Then motor activities at the age of children were very necessary in supporting their physical growth and development, this is done by educators so that children can move as freely as possible because at this level children's motor develops very rapidly (Setyowahyudi, 2020).

Opening activities, also called preliminary activities, are an effort to achieve an atmosphere or condition in preparing students physically and psychologically to carry out various learning activities (Ittihad, 2019) The opening activity was guided by teacher RA Raudlatul Hasanah by starting with greetings, asking for news, reading prayers before studying, reading two sentences of shahadah, reading the pillars of faith and Islam, then delivering the theme and filling in attendance.

Core Activities (Center Activities), The core activities of learning centers carried out through play activities and providing direct learning experiences to children as a basis for forming attitudes, acquiring knowledge and skills carried out with several activities in centers that have been prepared by teachers (Mustajab et al., 2021). The activities of the center center are centered on students, allowing them to observe, question, collect information, *reason and* communicate that will display rhythmic thinking skills to students.

After the core activity, it is continued with rest activities filled with eating together and playing freely. Finally, the closing activity referred to here is an effort to explore the child's play experience (recalling), triggering children to ask questions, conclude, then provide information about the theme to be discussed the next day.

Completion of the program in order to continue to run as expected, an institutional evaluation and follow-up plan are carried out. With the evaluation application, it is able to provide an overview of what is happening in a program and ensure the affordability of the physical and structural elements of the planned program (Rozi et al., 2022). This evaluation is also referred to as the process of obtaining the data and information needed to determine the degree and level of learning that has occurred in order to make follow-up assessments and improvements needed to maximize results (Baharun et al., 2021).

After a gap is found from the evaluation action, it is continued with a follow-up plan so that the program implemented with the aim of developing thinking skills in students with the involvement of *beyond centre and circle time (BCCT)* methods can really run by minimizing existing inequalities.

Conclusion

Based on the results of the application of the *Beyond Centre And Circle Time (BCCT)* Method chosen by the RA Raudlatul Hasanah institution in improving the appearance of thinking in students is very appropriate, because the application of this method is able to have a significant impact on the critical thinking ability of students characterized by students being able to observe, question, collect information, reason and communicate to friends or teachers in central activities that Done. The implications obtained by applying this method students are more active, innovative and creative in thinking to complete tasks and in solving daily problems, so that the initial goal of this planning can be achieved optimally in realizing students able to think critically. However, the program or method used in this institution cannot be generalized to all institutions because this departs from casuistic and different institutional conditions. Therefore, this situation triggers new research in thoroughly exploring the *Beyond Centre And Circle Time (BCCT)* method in improving critical thinking skills in students with a more comprehensive scope.

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